



An Insight into the Historical Development of Teacher Education in India: An Analytical Study

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Received: 27.03.2025

Accepted: 21.04.2025

Published: 29.04.2025

Abstract: The process of teacher education in India has been in a constant flux and has been continually evolving in response to emerging educational philosophies, socio-cultural environment and political changes, along with the changing national priorities. It is essential to be familiar with its historical development in order to understand the foundations of the present-day teacher education and the changes that are still being implemented in the profession for its optimal development. This conceptual paper looks at the evolution and development of teacher education in India from the Vedic period till the National Education Policy (NEP) 2020. The purpose of this paper is to discuss the major historical phases, educational commissions, policies and reform movements which have shaped teacher education development over the years. The historical evolution of teacher education is explored chronologically, and every stage is analysed to gain insights into the contribution of each stage to the professionalization, institutionalization and improvement of teacher education in India. The review shows that teacher education in India has gradually developed from the informal Guru-Shishya tradition of the Vedic period into a more structured and professionally regulated system supported by national policies and institutional frameworks. The ancient and medieval periods played an important role in shaping the philosophical and ethical foundations of teacher preparation, while the colonial period brought a significant shift towards formal teacher training institutions and more systematic professional preparation. After Independence, successive commissions, policies and reforms significantly strengthened teacher education by emphasizing curriculum reform, practice teaching, institutional development, professional standards, continuous professional development and quality assurance. The review further highlights those recent reforms, particularly NEP 2020, seek to develop competent, reflective and professionally empowered teachers through multidisciplinary, integrated and practice-oriented teacher education. The paper concludes that the historical evolution of teacher education reflects a gradual shift from traditional approaches to a comprehensive professional system. It also suggests that understanding this historical trajectory is essential for informing future teacher education policies and strengthening the quality of teacher preparation in India.

Keywords: Teacher education, Historical evolution and Analysis, educational reforms, committees and commissions, educational policies, NEP 2020.

Introduction

Education is a very important and valuable investment in economic growth and human capital formation. It is a process of acquiring knowledge, skills, values, beliefs, and habits. Education develops an individual's creative potential and makes him/her committed to achieving his/her goals. It is a lifelong process that includes both formal and informal ways of obtaining knowledge and skills. It is an essential tool for building a prosperous society. It is through education that citizens can obtain the skills necessary to build the national economy. A nation is not great by the wealth it possesses but rather by the quality of its citizens who positively contribute to the overall development of society. Education promotes peaceful and prosperous societies that are conducive to development and progress. Mahatma Gandhi said that education is “the basic tool for the development of consciousness and reconstruction of society”.

In this changing world where the advancement of science and technology is at its peak, and the explosion of knowledge is everywhere, the role of education has become even more important as we come across numerous opportunities. At the same time, we also have to deal with numerous challenges; therefore, it is very important to make our children future-ready. Our education system needs to be so designed that it enables learners to cope with this

dynamic world, avail opportunities, overcome challenges, and teachers, in this whole process, play a very important role. They need to move from being mere facilitators of information to being catalysts for the transformation of knowledge into wisdom, enhancing learners' horizons, igniting or nurturing innovation, techniques, strategies, and skills, and broadening and deepening their understanding of the world. This can happen only through effective teachers. Mahatma Gandhi once said, "... I have always felt that the true textbook for the pupil is the teacher". A good teacher is a role model for his students, who motivate them to achieve their maximum potential. He teaches practices rather than precepts. In order to be able to provide such education, a 21st-century teacher needs to have certain skills and competencies to be able to meet the requirements of students, which, in turn, will enable the students to be successful in their careers and in life. Today's students need to be taught by trained and highly qualified educators who are able to use technology proficiently; use innovation and creativity in teaching; and be able to collaborate with colleagues. If a teacher is that good and qualified, then he/she will prepare his students similarly, because, as they say, the students are the reflection of their teachers. Thus, in order to imbibe all of the aforementioned skills and competencies in teachers, their education is also essential.

Teacher education

Teacher education is a broad term that refers to the overall process of preparing and enabling teachers to understand and perform their work in classrooms, schools, and wider society. It includes policies, procedures, and programs that facilitate acquiring professional skills and knowledge, mastering the subjects of instruction, promoting reflective practices and professional skills, and understanding students' learning processes and the community's social and cultural aspects. Teacher education has three main components: philosophy, sociology, and psychology. The philosophical basis of teacher education enables student teachers to acquire knowledge about various schools of philosophy, such as ancient and modern philosophies. Philosophical knowledge helps them develop a philosophical perspective, which allows them to understand the teaching and learning process from a critical and philosophical standpoint. In addition, the sociological basis of teacher education enables the student teachers to examine society and its influence on education. It also helps them understand the concepts and values that shape education at the local and international levels. Therefore, this component of teacher education helps teachers become aware of their roles in addressing their students' diverse academic and socio-cultural needs in a democratic and diverse society.

However, the psychological basis of teacher education is critical to enabling student teachers to develop an in-depth understanding of their students' cognitive abilities and behavioural patterns and how these two aspects contribute to students' academic performance. This component of teacher education also helps teachers create appropriate learning environments that enable students to thrive. Thus, teacher education's psychological basis empowers teachers to build quality education by understanding their students' cognitive structures.

Objectives

To examine the historical evolution of teacher education in India.

To analyses the historical evolution of teacher education in India.

To review the contribution of educational commissions and policies reforms in strengthening teacher education in India.

Methodology

This research paper is descriptive in nature. It describes and analyses the data that has been collected from books, peer-reviewed research articles, different education commission reports and policies, documents and official publications related to teacher education in India. The collected data were critically analysed and organised chronologically to understand the historical evolution and development of teacher education in India.

Historical evolution of teacher education in India

In the Vedic period, education was highly valued and considered a pious duty. During this period, there was no formal system of specific teacher education or teacher training. The responsibility of teaching was given to the Brahmins, who were supposed to be the most enlightened members of society. According to the Manus, Brahmins alone have the right to teach the Vedas. The Gurukul system was the prevalent system of education where the teachers (Gurus) taught the Vedas to their students. The Gurus held a supreme position and were next to God. They took care of their students as their own children and were given respect and honour.

The Rig Veda mentions that the selection of teachers was done very carefully, and they had to complete certain courses and fulfil all the duties of a Brahmachari before being allowed to become a teacher.

Analysis: The Vedic period laid the foundation for the philosophical and ethical basis of teacher education. This period emphasised the importance of morals characters, values development, and social responsibility of the teachers. Even though there was no proper formal teacher education system, the selection of the teachers was done very carefully and rigorously based on certain criteria. Thus, the Vedic period provided a strong ethical and philosophical foundation for teacher education, but it did not develop a formal and inclusive teacher education system in the modern sense.

During the Buddhist period, a formal teacher training system emerged. Previously, only the Brahmins were allowed to teach, but with the advent of the Buddhist period, any community member could become a teacher after undergoing specific training. The main goal of teacher training was to spread the Buddhist religion's spirit. Trainees were supervised by experienced teachers who imparted knowledge on morality, proper conduct and Dharma. The training was comprehensive, covering both secular and religious subjects. Teachers who completed training were awarded certificates certifying their competence and readiness to teach others. This system, known as the monitorial system, ensured that teachers were trained thoroughly. Teachers trained others to meet their needs while ensuring they acquired the needed skills to teach. This way, the system produced quality teachers who could teach the discipline effectively.

Analysis: The Buddhist period was highly significant for teacher education in India, and it marked the start of a systematic approach to the preparation of teachers within the monastic framework. First, it ensured the formal training of teachers under the supervision of competent preceptors who were qualified to instruct their wards in the art of living and knowledge, discipline, teaching skills, and pedagogical expertise. Unlike the Vedic period, the Buddhist period did not restrict teacher education to a particular social group. Moreover, the use of dialectics, debates, and inquiries was implemented to develop teachers' reasoning and provide them with the necessary knowledge for their professional growth. Apart from that, such institutions as Nalanda and Vikramashila were created to promote and support teacher education at that period. To conclude, the Buddhist period innovated and improved the teacher education system in India, making it more systematic, practical, and learner-oriented.

However, even in the Medieval period, there was no formal system for teacher education in India. Teacher education was carried out by Maktabas and Madrasas, which used to be the primary educational institutions. The Islamic education system prevailed during the medieval period. Maktabas used to teach various subjects such as grammar, philosophy, arithmetic, astronomy, and politics. The teachers in primary institutions were known as Molvies, while the teachers at the higher levels were known as Fazils and Alims. The main focus was to provide religious education, although some Arabic schools used to offer more advanced courses to students at higher levels. The medieval system followed the practice of allowing the bright students in the class to help the teacher in teaching other students in the class.

Analysis: The Muslim period also made significant contributions to teacher education, which were achieved through Maktabas and

Madrasas and through the emphasis on the subject-matter expertise of teachers. In these educational institutions, student teachers received knowledge and skills from qualified teachers. Teacher education was not formalised as an independent field of study during the Muslim period. However, it did contribute to the improvement of teachers' academic skills and to the quality of education in general. It should also be noted that this period prepared the ground for further development of teacher education, which was formalised as an independent field of study during the British period.

In fact, it was the British period that laid the foundation for organised teacher education in India. The Britishers developed a whole new system of education which was completely different from the system followed during the Indian traditional period. The first formal teacher training institution was set up at Serampur by the Danish Mission. After that, three more Normal Schools for training teachers were set up in Bombay, Madras, and Calcutta. Later, Poona, Surat, Agra, Meerut, and Benares were also added to this list. This shows the interest of the Government in setting up institutions for training teachers. By 1824, the number of institutions for teacher education had increased to twenty-six. Apart from the Government, the educational societies also played an important role in the process of teacher education. For instance, the Native Education Society run by E. Gait was started in Bombay, while Lady's Society was started in Calcutta for the education of women.

Analysis: The main contribution of the British period to teacher education has been the introduction of an organized system of teacher training in India. The interest shown by the Government led to the process of setting up various Institutions for teacher training. These institutions of Normal Schools not only provided basic education to the teachers but also laid down the foundation for modern teacher education. The involvement of education societies in the process of teacher education marked a new era in the history of teacher education. It can be concluded that the British period made the most significant contribution to teacher education not only in terms of institutions but also in terms of women's education.

Contribution of some major commissions and policies in the development of teacher education

Wood's Dispatch (1854), commonly known as the Magna Carta of English Education in India, made a significant contribution to the development of teacher education in India. It suggested establishing teacher training institutions (Normal Schools) at every presidency, selecting pupil-teachers, providing them with stipends, certifying them after training, and enhancing the organization of instruction.

Analysis: Wood's Dispatch was a foundational document that improved and enhanced the existing system of teacher education in India by introducing the concept of systematic and organised training of teachers. It emphasised the establishment of the Normal School, the pupil-teacher system, teachers' certification and financial incentives for better teaching. Though not all of its recommendations were adopted at once, they helped to pave the way for the gradual institutionalisation and professionalisation of teacher education in India at subsequent levels through educational reforms and commissions.

Stanley's Dispatch (1859) built upon the recommendations introduced by Wood's Dispatch and further developed the system of teacher education in India. It proposed to extend scholarships for teacher trainees, promote the establishment of more Normal Schools, and provide financial support for teacher training programmes. Initially, the system followed the Monitorial School model, but later it was replaced by the Apprenticeship System. According to the new system, pupil-teachers had to attend District Training Colleges to receive a Certificate of Trained Teacher. First, teacher education focused on primary teachers, but later the attention was shifted to middle and secondary schools. In addition, there was an attempt to give women teachers a chance to get trained. Lastly, native schools needed instructors, so it was necessary to appoint local teachers to fill these positions.

Analysis: Lord Stanley's Despatch (1859) was a significant step in the process of teacher education in India as it further strengthened the implementation of Wood's Despatch. At this time, the number of Normal Schools grew greatly, which enhanced access to organised teacher training. Special financial assistance was given to teacher trainees and the admission system was made flexible to ensure a greater number of candidates, including women teachers, were recruited into the teaching profession. The traditional monitorial system was progressively replaced by the apprenticeship system where trainees worked with the experienced teachers and were provided with short-term training at District Training College and then given a teacher training certificate. The Despatch also called for the training of local teachers for vernacular schools, which was to encourage a more systematic and professional teacher education system in India.

The Indian Education Commission (Hunter Commission) was appointed by Lord Ripon in 1882 under the chairmanship of Sir William Hunter. The Hunter Commission advocated for expansion in teacher education. It recommended that more Normal Schools be established for training teachers. Specifically, it suggested that at least one normal school should be opened under a divisional inspector. The commission also recommended that separate training centres be established for elementary and secondary school teachers. This would allow the provinces to design their own syllabuses for their respective schools. The Commission further suggested that secondary school teacher education should have a more comprehensive course of study and practice to prepare them for actual classes.

Analysis: The Hunter Commission played a remarkable role in the extension of the scope of teacher training institutions in modern India. With the recommendation of this commission, more teacher training colleges were established and upgraded at different places like Allahabad, Lahore, Madras, Kurseong and Rajahmundry. Normal Schools were upgraded to form the Madras College and the Rajahmundry College. The college at Madras was set up exclusively for teacher training programs for secondary school teachers. Some basic elements, by the end of the 19th century, had been added to the teacher training curriculum to improve the quality of teachers. The pedagogical courses had taken the place of general education, examinations and certificates were introduced, and actual planning and teaching presented were stressed.

The Government Resolution on Education Policy (1904), one of the significant educational documents of Lord Curzon's era, laid particular emphasis on teacher education. The Resolution stressed the need for professionally trained teachers for providing high-level education and proposed to improve teacher education by

developing training colleges as centres of instruction with attached practising schools, establishing a close connection between theoretical and practical training, and introducing one-year training courses for graduates and two-year courses for undergraduates. The Resolution also drew attention to the need for qualified teacher educators, and a teaching certificate was presented as an essential document for a prospective teacher.

Analysis: The 1904 Resolution improved the initial teacher education by making it more systematic and professional. It upgraded the training of teachers by making it mandatory for post-secondary education, developed the network of practising schools, and enhanced the professional qualifications of teachers. The Resolution also partially addressed the issues with the expansion, standardisation, and professionalisation of teacher education, despite the First World War.

The Calcutta University Commission was appointed by the Government of India in 1917, headed by Dr M. E. Sadler, to address the issues of Calcutta University. The Sadler Commission in the 1919 report emphasised higher education's role in training secondary school teachers. In its report, it identified the role of universities in developing education, recommending establishing Departments of Education in all universities with a professor, a postgraduate course in education at an intermediate level, and making education an optional subject at the intermediate, undergraduate, and postgraduate levels.

Analysis: The Calcutta University Commission made a significant contribution to the professionalisation of teacher education in India by addressing the issues of inadequacy of training institutions and poor quality of training provided in them. Following its recommendations, the Departments and Faculties of Education were established at universities, which further integrated teacher education into higher education curricula. Moreover, the Commission promoted practice teaching through demonstration schools, and teacher education should be closely allied with other subjects like psychology, philosophy, history and economics, which enriched the pedagogical knowledge of future teachers. It also emphasised the importance of educational research and teaching at the university level for secondary school teachers, which in turn elevated the status and quality of teacher education. Overall, the Calcutta University Commission plays a crucial role in advancing modern teacher education in India.

The Hartog Committee was appointed in 1929 to review the state of education in India. The committee was formed because education development was taking place in an adverse political and social environment. The committee was concerned about the poor state of primary education as well as the low level of primary teachers in the country. They revealed that twenty-eight per cent of existing primary teachers had received only middle school education while forty-four per cent were untrained. In order to improve the quality of primary teachers, the committee suggested a number of steps. These include enhancing the quality and standard of teacher training, extending the period of training, providing an adequate teaching staff in the teacher training institutions, organizing in-service courses, refresher courses, and conferences, and improving service conditions.

Analysis: The Hartog committee was significant in teacher education as it focused not only on the expansion of teacher education but also in its quality. The recommendations made by the Hartog committee (1929) led to professionalising the education of teachers through better academic qualifications, long training

courses, qualified teacher educators, and in-service training. The recommendations helped improve the teacher education program's standard and shaped future policies regarding teacher education. Additionally, various universities professionalised and added teacher education programs by forming Departments of Education. Moreover, Andhra University pioneered the first B.Ed. degree (1932), while the University of Bombay introduced the first M.Ed. degree in 1936.

The Abbott-Wood Report (1937) was appointed to review vocational and teacher education in India. It made specific recommendations on improving teacher education and training of teachers. The report recommended that teacher training programs be extended to three years to include general education and professional training. It also recommended that to improve the quality of teacher education, normal schools should be developed, social education should be emphasised alongside technical education, teacher training colleges be established, and in-service training and conferences be held for teachers. The report highlighted the inadequacy of training institutions for teachers, especially in rural areas, and the poor working conditions of teachers. It also recommended implementing the basic education program that provided short- and long-term residential teacher training courses to train teachers for basic schools at the village level. The recommendations led to increasing the number of trained teachers, providing more teacher education institutions, and promoting teacher education research.

Analysis: The Abbott-Wood Report improved the state of teacher education in India by emphasising quality and adequacy of teacher training, recommending the extension of teacher training programs to three years and giving recommendations on how to achieve it. The report recognised the need for vocational education to be incorporated into teacher education to make them more versatile in their teaching careers. The recommendation to provide residential short-term and long-term courses for basic schools demonstrated the report's concern for improving the physical working conditions of teachers, especially at the primary level. However, the report acknowledged that there were not many training colleges for teachers and that those that existed had very poor infrastructure and were understaffed.

The Sargent Report (1944) published by the Central Advisory Board of Education (CABE) gave a post-war development plan for India with special emphasis on education and teacher education. The report recommended selecting suitable candidates for teaching at the secondary and higher levels after high school. It further recommended that teacher training programs' duration should differ depending on the level of education, with teacher training for pre-primary and junior basic teachers being two years, senior basic teacher training lasting three years, and a one-year program for graduate teachers. The report recommended that teacher training colleges organise refresher courses, workshops, classes, and conferences for practising teachers. It also recommended that such institutions have practising and experimental schools, provide free teacher education with stipends, have residential training hostels, set eligibility criteria for students enrolling in the M.Ed. program based on teaching experience, and provide special training programs for women teachers. The report recognised the growing number of trained teachers in teacher education institutions but also highlighted the need for more trained teachers.

Analysis: The Sargent Report helped improve the state of teacher education in India by recommending that teacher education be

provided to those with at least a secondary-level education. It made recommendations for both in-service and prospective teachers and emphasised the continuous professional development of teachers. The report recommended free training, stipends, and residential training programs to make post-secondary teacher education accessible to all, regardless of their financial status. Moreover, the report recommended workshops, conferences, and refresher courses for in-service teachers, reflecting its concern for strengthening teachers' professional development and, consequently, improving the quality of education. By recommending special training for women teachers and higher education qualifications, the report challenged the status quo of women's participation in education and teacher education and recommended elevating their status in society. Despite acknowledging progress in teacher education, the report recommended expanding and improving it to meet the growing need for well-qualified teachers in India.

The Secondary Education Commission (1952-53) was set up to study the Indian secondary education system and suggest measures for its betterment. The Commission focused on teachers as the most important element in the whole education mechanism and recommended paying special attention to their recruitment, qualification, professional training and service conditions. It advised appointing trained teachers to secondary schools and providing them with equal pay for equal work, good salary, pension, provident fund, insurance and free education to their children. The Commission suggested affiliating graduate teacher training institutions to universities and secondary teacher training institutions to different boards. It recommended two years training course for secondary school certificate and a one-year course of training for graduate teachers along with the refresher course, seminars, workshops, and practical training. The Commission proposed to organise experimental and demonstration schools attached to these institutions for teachers' better practical knowledge and suggested adopting their recommendations by the Extension Service Centres and All India Council of Secondary Education (established in 1955) to improve the secondary school teachers' education program.

Analysis: The Secondary Education Commission made a remarkable contribution to teacher education in India by bringing special attention to the professional training and welfare of the teachers. Its recommendations helped to develop the program of extension training services, which improved teacher education during the first, second and third five-year plans. The creation of demonstration and model schools and extension service centers and the affiliation of teacher education institutions to universities made teacher education more practical. Moreover, the recommendations concerning the development of programs for training teachers during the five-year plans helped to promote professional preparation of teachers. Overall, the Secondary Education Commission did make a major contribution to the improvement of secondary education in independent India.

The Kothari Commission (1964-66), also known as the National Education Commission, was constituted to consider all aspects of education and suggest measures for improving education in India. The Commission recognised the importance of professionally trained teachers and recommended affiliating teacher education institutions to universities and schools. It suggested developing Departments of Education within the universities, State Board of Teacher Education, Comprehensive Colleges of Education and Extension Service Departments, and reorganising education as an

academic discipline, an elective subject, and a professional qualification for recruiting teachers. The Commission proposed to promote and develop practice teaching by adopting cooperating schools, establishing links between training institutions and schools, upgrading training institutions to the university level, updating the curricula, and improving the teacher education infrastructure. In addition, it recommended improving teachers' status, salary and service conditions to ensure high-quality education for students. Later, the recommendations of the Kothari Education Commission became the basis for developing the National Policy on Education (1968) and promoting various teacher education reforms and programs.

Analysis: The Kothari Education Commission can be considered as one of the most influential education commissions in India, as it set the framework for modern teacher education reforms in the country. The major part of its recommendations was related to teacher education, as it recognized the critical role of teachers in education and proposed to develop core competencies, qualifications, and skills for teachers, introduce new methods for practical training, and update curricula. Moreover, the recommendation on organising extension services, education programs, and research activities helped to establish cooperation between schools and universities and develop further teacher education reforms. Lastly, the emphasis on welfare and professional growth of teachers helped to improve their working conditions and ensure ongoing development of their professional skills.

The National Commission of Teachers (1983), under the chairmanship of Prof. D. P. Chattopadhyaya, presented its report "Teacher and Society" to improve teacher education and school education. The commission recommended enhancing the B.Ed. programme duration, introducing integrated teacher education courses at senior secondary level, replacing the term "practice teaching" with "internship", providing general and professional education, implementing a selection process while entering teacher education courses, and improving practical training through demonstration schools.

Analysis: The National Commission of Teachers improved the quality of teacher education by introducing a professional, competency-based, and practice-oriented approach to train future teachers. The focus on internship, integrated teacher education courses, and the selection process suggested by the commission demonstrated a professional attitude towards teaching as a career. Moreover, the emphasis on linking theory with practice enabled the authorities to improve teacher education programs and enhance professional accountability.

The National Policy on Education (1986) was a landmark in teacher education since the policy stressed the importance of preparing teachers for 21st-century education and identified teachers as the main pillars of quality education. The policy highlighted flaws in teacher education, such as the irrelevance of teacher education courses, inappropriate recruitment mechanisms, and diminished professionalism of teaching as a career. To address these issues, the National Policy on Education (NPE) suggested implementing pre-service and in-service teacher education, upgrading the recruitment process, improving service conditions, enforcing professional standards and ethics, and establishing District Institutes of Education and Training. The policy also recommended organising Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) and

entrusting the National Council for Teacher Education (NCTE) with the responsibility of accreditation and monitoring of teacher education courses, along with promoting collaboration between teacher education institutions and universities.

Analysis: The National Policy on Education (1986) recognised the need for continuous teacher education, which helped to build a comprehensive perspective on improving the quality of the teaching profession. The focus of the NPE on professional ethics, upgraded recruitment mechanisms, and service conditions and the emphasis on pre-service and in-service education improved teacher education programs, ultimately enhancing the professionalism of teachers. Additionally, the policy created institutional mechanisms for teacher education, such as DIETs, CTEs, IASEs, and NCTE, which played a vital role in reforming teacher education in India.

The Revised National Policy on Education (1992) improved teacher education by emphasising the need for developing teacher education institutions (TEIs), enhancing infrastructure, and introducing in-service training programs for teachers. The policy also recommended upgrading the role of NCTE from an advisory body to a regulatory framework for accreditation and monitoring of TEIs.

The Justice J. S. Verma Committee on Teacher Education (2012-13) observed that teacher education is the cornerstone of quality school education and recommended that the teacher education system in the country should be revitalised. The Committee recommended convergence of teacher education with higher education, strengthening of the Teacher Education Institutions (TEIs) and their programmes, and upgrading teacher educators. It also recommended a multidisciplinary teacher education, laboratory schools for practice teaching, educational research, and in-service training and strengthening the infrastructure of DIETs, SCERTs, CTEs, and IASEs.

Analysis: The Justice J. S. Verma Committee recommendations gave a new dimension to teacher education by shifting the focus from expansion of teacher education programmes to qualitative improvements, professionalism and accountability. The recommendations placed emphasis on building institutional capacities, professional preparation of teacher educators, addressing the issues of higher education linkages, research, and professional practice. These recommendations had a great role in later education reforms, such as the two-year M.Ed. Programme, integrated teacher education programmes, and the National Education Policy (2020). In other words, teacher education witnessed a paradigm shift towards an integrated, research-intensive and professionally accountable teacher education system.

Insights into Teacher Education Reforms under the National Education Policy 2020

The National Education Policy emphasises the pivotal role of teachers in the educational system and their ability to bring about significant changes in the teaching and learning process. The policy stresses the importance of producing well-rounded and skilled teachers who receive continuous professional development. It acknowledges that the quality of teacher education, working conditions, and recruitment procedures in India are below the desired standard. The policy calls for immediate and radical action to restructure the system, enhance standards, and restore integrity, credibility, efficacy, and high quality to the teacher education

system to attract the best students to choose teaching as their profession. To achieve this, the policy suggests strengthening the Teacher Eligibility Test (TET) in terms of its content and pedagogy. The TET should be updated to reflect the latest teaching practices and pedagogy advances. It also proposes that teachers are directed to participate in at least 50 hours of continuous professional development (CPD) every year to enhance their professional skills.

Initiatives like the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) have been introduced to build teacher capacity through online training modules. Additionally, the National Curriculum Framework for Teacher Education (NCFTE 2021) has been developed based on the recommendations of NEP 2020 to guide the education and training of teachers in academic, vocational, and special education streams. The policy aims to ensure that all students are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers at all levels of school education.

The policy also recognized the importance of recognising and rewarding outstanding teachers. Teachers with exceptional performance will be recognised, promoted, and given a hike in their pay. This will motivate teachers to perform better and add value to the education system.

The National Council for Teacher Education (NCTE) has been given the goal of developing National Professional Standards for Teachers (NPST) by 2022. The NPST would help redesign the pre-service teacher education program, and NCTE would be restructured as a Professional Standard Setting Body. The NPST would also help in improving the quality of teacher education in India, and ensure that teachers are equipped with the necessary skills to teach effectively.

By 2030, the policy aims to transform teacher education institutions into multidisciplinary colleges and universities. The minimum qualification for teacher educators will be a four-year integrated B.Ed. degree. The B.Ed. The program will focus on the inclusion of recent pedagogical techniques, multi-level teaching, learner-centred and collaborative teaching, and teaching children with disabilities and special needs. There would be an emphasis on incorporating fundamental rights as mentioned in the Indian Constitution as an integral part of the curriculum. Teachers should be prepared to bring about sustainable development and environmental awareness in learners.

All multidisciplinary universities have been instructed to establish an education department and offer a B.Ed, M.Ed., and PhD degree in partnership with other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. They are also required to conduct advanced education research to improve the quality of their B.Ed. Program.

Teachers would be enriched with Indian traditional values and ethos, as well as the latest advances in educational practices. There would be provision for shorter local teacher training programs and post-B.Ed. certificate programs so that teachers can move to other specialised areas of teaching as per their interests.

Moreover, the NEP 2020 underscores the necessity of enhancing working conditions for educators to establish an environment conducive to effective teaching and learning. Upholding favourable service conditions, rationalising educational institutions, promoting resource sharing, and fostering community engagement are

emphasised as pivotal components for improving school governance and empowering teachers to fulfil their core responsibilities in the realm of education.

The policy aims to ensure that teachers are equipped with the necessary skills to effectively teach and foster sustainable development and environmental awareness in students. Furthermore, the policy advocates for continuous professional development for college and university teachers through existing institutional arrangements and the use of technology platforms like SWAYAM/DIKSHA for online training. Through these technologies, educators can gain access to a diverse range of resources, take part in interactive learning experiences, and remain updated on cutting-edge teaching methodologies to enrich their pedagogical practices.

It also proposes the establishment of a National Mission for Mentoring, comprising outstanding senior/retired faculty, including those proficient in Indian languages, to provide mentoring and professional support to university and college teachers. These recommendations and initiatives outlined in the NEP 2020 aim to elevate the status of teachers, improve their professional development, and enhance the overall quality of education in India through a transformative approach to teacher education. By implementing the recommendations outlined in the NEP 2020, India can foster a culture of excellence in teaching, empower educators to innovate in the classroom, and ultimately provide a high-quality education for all learners.

Conclusion

A historical perspective of teacher education in India shows that the process has undergone a number of developments to meet the changing demands of time. Although different phases have contributed to the current state of teacher education in different ways, all of them have collectively formed the basis of the present system.

During the Vedic and Buddhist periods, education and teacher preparation placed considerable emphasis on character formation, moral discipline, intellectual development, and the close relationship between teachers and students. In the medieval period, these traditions continued through institutions such as makhtabs, madrasas, and other centres of learning, where teachers were valued for their scholarship, moral conduct, and religious knowledge. Although formal teacher-training institutions were not yet established, teachers developed their knowledge through scholarship, teaching experience, and interaction with other learned scholars. The colonial period brought a major shift, gradually introducing more formal and institutionalised forms of teacher education in India.

Teacher education during the British period gained importance as a lot of efforts were made during this time to establish normal schools, training institutions, and colleges. Wood's dispatch, Stanley's dispatch, the Hunter commission, the Sadler commission, the Hartog committee, the Abbott-Wood report, the Sargent report, and others helped transform teacher education from a largely informal occupation into a more organised and recognised profession. Research the India Research

Post-independence, teacher education underwent a planned development as the government took active efforts to improve the system. A series of commissions and reports such as the University Education Commission, Secondary Education Commission, the

Kothari Commission, NPE 1986, the revised national policy on education 1992, the national curriculum framework 2005, the J.S. Verma committee report 2012, and NEP 2020 made continuous contributions to the development of teacher education in India. The focus of teacher education kept changing over time as it shifted from content delivery to addressing social issues and making education more relevant to the needs of society.

Besides, the review highlights the changing perspectives towards teacher education over time. Unlike earlier times, when the focus remained on addressing the shortage of teachers and establishing training institutions, the importance is now being given to making teachers more effective and competent. This has led to making teacher education more comprehensive, multidisciplinary, global, and reflective. The latest national education policy 2020 recommends integrated teacher education programs, building partnerships between schools and universities, and making teacher education more multidisciplinary to promote experiential learning among students.

In conclusion, the history of teacher education development in India shows that improving the quality of education in schools and colleges is closely related to the improvement in teacher education. Over time, different initiatives have been taken to bridge the gaps in the system. However, there is a need to make further efforts to address the challenges in professionalising teacher education, providing continuous training and development to teachers, making education more inclusive, addressing imbalances in institutional infrastructure, and others.

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